

# Effective Organizational Systems

*Great institutions survive because their missions are timeless, ethical, and imperative. Yet while the 4-H mission endures, new approaches to achieve the mission require new ways of thinking and working. We need a deeper understanding of how can we be the best.*

## **Goal 1:**

**The 4-H mission and strategic plan will be achieved through the synergy of shared leadership.**

## **Retaining Opportunities in 4-H by Sharing Leadership**

### **Situation:**

Rhode Island has three Cooperative Extension districts: Northern RI, Southern RI, and Eastern RI. For many years two 4-H staff were stationed in each district, with a state leader and other staff at the University of RI. More recently the remaining staff were consolidated at the Providence office and the state 4-H office at the University of Rhode Island. To make as many opportunities available for youth as possible, 4-H staff concentrated on their areas of expertise and offered as many programs as possible statewide. This was successful as long as there were enough staff with training and knowledge in youth development and different program areas. A statewide 4-H staff of four was able to maintain a quality program with new innovative projects and activities added to keep it exciting for 4-H members, volunteers and staff. Then one staff person was lost, followed by two more in consecutive years. One temporary staff person was hired. Hiring will take place soon for a 4-H volunteer coordinator, and the temporary position will be ended.

Young people and volunteers wanted the 4-H programs to continue. 4-H was reaching kids with projects that enabled them to take part in educational 4-H events and activities that were fun and provided skills for the future. Children with 4-H projects learn public speaking, social and organizational skills, and leadership, as well as information and skills on their particular project. Other youth program opportunities for the kids were limited, especially in some rural towns. Many of the kids did not have other youth programs to go to that interested them. The dilemma being faced was how to retain quality 4-H programs while losing paid staff.

### **Program Description:**

Sharing leadership with the volunteer staff began with the larger animal projects. As the professional staff was stretched in new directions, volunteers were recruited to fill leadership needs. Almost every case was different. Sometimes the volunteer was given a stipend that helped to reimburse them for their expenses in their new role. In other cases, the volunteer was paid for his/her time when the need was great and funds were available. Often the volunteer took on the new position without compensation of any kind. The animal projects and 4-H fair activities have become almost entirely conducted by volunteers, under the supervision of a 4-H staff person. Volunteers accompany youth on trips and to competition. The fact that the staff person is not always required to attend a function—unless there is a good reason to be there—was difficult for some volunteers to accept at first. Volunteers accompany youth on trips and to competitions, not paid staff.

There is still more than enough for the 4-H professional to do. Providing the volunteer with the information, orientation, training and other tools they need to be successful is key. Choosing the right volunteer is very important and sometimes the person and the job don't match up well, even though the choice was thought to be correct. Relieving that person of the responsibility is necessary even if it means dropping the program or the paid staff person has to take over until the right person is found. Professional staff continues to work closely with the volunteer, whether there are problems or not.

In Rhode Island, to be covered by the University's liability insurance, the volunteer must be working for and as part of the University under the direction of URI **at all times**. The responsibility for all the programs lies with the professional staff. A shared leadership approach is now being implemented with the teen leadership program.

#### **Stakeholder Satisfaction:**

There is a commitment of all professional staff to this program. When the new, shared teen leadership program is included, the time required will be about 3/4 of an FTE. It encompasses so many opportunities for youth it is well worth this commitment. The volunteers are chosen and treated like professional staff. They are listened to, and what they say makes a difference in what is done. The volunteers are usually proud to be chosen for their important position and, once in the job, feel good about their role in 4-H. Most do an excellent job.

The volunteer often sees accompanying 4-H members on a trip as a reward for their hard work in the project or program. It re-energizes them and helps them to know the program better and do a better volunteer job. Some volunteers prefer not to chaperone. Shared leadership has resulted in more ownership of the program by the 4-H volunteers.

#### **Accomplishments and Impacts:**

Participation in large animal projects (sheep, dairy cattle, beef, and horse) in RI increased from 245 to 349 from 1996 to 2001. In the same period the 4-H dog project went from 44 to 112. Children with these projects are acquiring knowledge and skills mentioned earlier. Without shared leadership, the 4-H dairy goat project all but disappeared. It was restarted this year using shared leadership to try to make it a continuing success. The teen leadership program is off to a good start with shared leadership. Volunteers have been asked and have accepted expanded roles. The numbers mentioned above, when related to the size of Rhode Island, might make this effort comparable and/or a model for county or multicounty 4-H programs in other states.

#### **Resource Commitment:**

During the past year the RI 4-H Foundation provided \$500 each to reimburse the expenses of two volunteers to work with coordinating 4-H activities at two local fairs. Eastern RI Cooperative Extension has contributed \$3,000 to hire someone locally to work with 4-H. Northern RI Cooperative Extension has contributed \$500 for their local fair and \$1000 for the state 4-H teen program. Southern RI Cooperative Extension has hired someone on a part time basis to work on programs at the state 4-H office to help 4-H clubs and members from the southern part of the state. One large-animal volunteer, with the approval of the state 4-H office, applied for and received grants of \$5,120 and \$5,800 from the Division of Agriculture, RI Dept of Environmental Management. The grants are being used this summer to produce a video about Rhode Island dairy farms, and for a trip to the DeLaval Development International Complex in Homer, New York.

#### **Collaborators:**

RI 4-H Club Foundation, Northern, Southern and Eastern RI Cooperative Extension Services, Foster Old Home Days and Washington County Fair Committees, Town of Portsmouth and the Division of Agriculture of the RI Dept. of Environmental Management.

**Contact Person:**

Jeffrey A. Hall, State 4-H Coordinator, State 4-H Office, Peckham Farm, University of Rhode Island, Kingston, RI 02881; Phone: 401-874-7143; FAX: 401-874-2435; Email: jahall@uri.edu

**Base program areas to which this program applies:**

Leadership and Volunteer Development, 4-H Youth Development, Agriculture

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## **Mississippi 4-H Centennial Strategic Initiative**

**Situation:**

The Mississippi 4-H program accepted the challenge of National 4-H by participating in the National 4-H Centennial Conversation. Additionally, the Mississippi 4-H program established its own objectives of strategic planning and preparation for entering the second 4-H century. The Centennial year was used to develop state initiatives that would support the concept of conversations and the overall 4-H program in Mississippi.

**Program Description:**

The program was designed to meet conversation objectives and to define opportunities to use the Centennial emphasis to strengthen and grow 4-H in the state. This began with a statewide “Centennial Program Committee” involving all partners in the 4-H family. This Committee then instituted subcommittees empowered to bring about the successful completion of conversation objectives at the local and state level; develop plans for incorporating the Centennial momentum into current and new 4-H activities; expand legislative, alumni and other support group involvement; and, develop of long-term 4-H initiatives.

**Stakeholder Satisfaction:**

County and state 4-H Staff and Extension staff committed time and support into the overall program. They served as committee cochairs, working with 4-H members, volunteer leaders, alumni, Extension retirees, other Extension program leaders, community leaders and Mississippi 4-H Foundation members. They provided support, ongoing evaluation and guidance and initiative leadership. Local conversations culminated into 35 county conversations. As a result, more than 1,000 attendees pledged over 1,800 hours of community service. The state conversation was held with state government officials, including the entire Legislature. More than 350 individuals participated. 4-H members participated hand-in-hand with local and state leaders, alumni found a renewed life in 4-H and leaders show an organization that not only reflected on its past success, but also used the opportunity to build for future success.

**Accomplishments and Impacts:**

In addition to conversation numbers and activities, several key initiatives were implemented that yielded immediate results and laid the framework for future success. More than 3,000 names were added to the alumni database through the “Mississippi 4-H Roll Call” effort. The state conversation brought 4-H members to all state government officials to tell the 4-H success story directly to them, and to discuss openly their views on youth needs for the future. A statewide 4-H Centennial Festival drew more than 2,000 members, alumni and interested individuals to review 4-H history, key youth development competitions, and participate in a Centennial

Celebration that recognized supporters and alumni including a 106-year-old 4-H alumnus, and a volunteer leader with more than 60 years' club leadership. During this year, a Mississippi 4-H Museum project was initiated, a primary donor enlisted, and a groundbreaking ceremony held for a 2,000-square-foot facility.

All of this, in addition to supporting and accepting the initiatives of the National 4-H Conversation, have placed the Mississippi 4-H program in a unique and exciting position to leap into the second century. Seven 4-H members and three adults represented Mississippi at the National 4-H Conversation.

**Resource Commitment:**

External funds for meeting all objectives were generated by local and county clubs, the 4-H Club Foundation of Mississippi, and the Mississippi State University Extension Service. Additionally, individual and corporate donors provided more than \$10,000 in Centennial Celebration funds.

**Collaborators:**

- Identities participating other than state and county 4-H staff and specialists include
- 4-H Volunteer Leaders
- 4-H alumni and All Stars
- Mississippi State University Extension administration, management, and program leaders
- Mississippi State University
- Alcorn State University
- 4-H Club Foundation of Mississippi
- Local community leaders and businesses, Extension Retirees, representatives of major corporate sponsors, and state officials, including the Commissioner of the Mississippi Department of Agriculture and Commerce.

**Contact Person:**

Dr. Susan Holder, State 4-H Program Leader, Mississippi State University Extension Service, Box 9601, Mississippi State, MS 39762; Fax: 662-325-8407; Email: [susanh@ext.msstate.edu](mailto:susanh@ext.msstate.edu)

**Base program area to which this “best” applies:**

All 4-H Youth Development Programs

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## **Pacific Northwest 4-H Horse Judges School**

**Situation:**

Washington State has 7,400 youth and 2,000 volunteers enrolled in the 4-H Equine Project Program. Each year youth participate in a large number of 4-H horse shows, county fairs and state fair. Individuals who are schooled in a variety of horse-showing disciplines judge these horse shows and fairs; but without uniform schooling by the Washington 4-H Youth Equine Program.

**Program Description:**

Volunteer 4-H leaders from all corners of the state recognized the need to provide consistent training for horse judges at 4-H horse shows in a uniform manner. These volunteers, with the support and coaching of the State 4-H Office, developed a curriculum, certification program and organizational structure for a horse judge's school. The focus of the curriculum was life skills development, equine conformation, performance horse, pleasure and trail, western games and

driving. After surveying the northwest states the program committee expanded the program to meet the needs of northwest states and the Pacific Northwest. 4-H Horse Judges School was born.

### **Stakeholders Satisfaction:**

The school was planned, managed and presented by a core of eight volunteers with the support of the entire state 4-H Youth Program, the 20 presenters and 40 percent of an Extension 4-H Youth Specialist's time. Volunteers and presenters represented all geographical areas of the state. The 3-day, 27-contact-hour school had a total of 102 participants: Washington, 80; Oregon, 8; Idaho, 7; Montana, 6; and, Wyoming, 1.

As a result of the school, 97 percent of the participants said that they were going to change their judging techniques. Examples of changes judges plan to make are to

- keep better records of exhibitors,
- focus on the 4-Her in the ring,
- use new knowledge to be a more effective judge,
- give more consideration to the 4-H goals, and
- become more open-minded.

### **Accomplishments and Impacts:**

The school evaluation showed, on a 1-10 point scale, a significant increase in knowledge of: philosophy of 4-H by 24 percent; role of the judge by 21 percent; dressage by 21 percent; western games by 19 percent; fitting and showing by 12 percent; horse conformation by 15 percent; trail riding by 13 percent; hunt seat equitation by 16 percent; saddle seat equitation by 25 percent; stock seat equitation by 16 percent; bareback equitation by 10 percent; western pleasure by 10 percent; harness driving by 25 percent; and, a total average increase in knowledge gained of 18 percent. Seventy-nine percent of the participants completed a certification test of 220 questions by a score of 85 percent or greater.

### **Resource Commitment:**

More than \$20,000 in registration fees was generated to support and hold the judges school.

### **Collaborators:**

Those individuals that made the school successful were: adult and youth volunteers from the host county; professional judges from USA Equestrian; Pony Club; Dressage Association; Quarter Horse Association; and, State and County 4-H Staff in Washington, Oregon, Idaho, Montana and Wyoming.

### **Contact Person:**

Jerry A. Newman, Extension 4-H Youth Development Specialist, Department of Human Development, 323 Hulbert Hall, PO BOX 646236, WSU, Pullman, WA 99164-6236; Phone: 509-335-2800; Fax: 509-335-2808; E-Mail: [newmanj@mail.wsu.edu](mailto:newmanj@mail.wsu.edu)

### **Base program areas to which this program applies:**

Agriculture  
Leadership & Volunteer Development  
4H Youth Development

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**Goal 2:**  
**Strategic collaboration and partnerships will be an integral part of achieving the 4-H mission.**

## **Character Education in Arizona 4-H**

### **Situation:**

Young people in Arizona rank at the low end of almost every national ranking relating to education, teen pregnancies and violence. The Governor of Arizona has established a Commission on Character Education to focus school and community efforts on building character. The University of Arizona has been active in developing character education since 1999, and currently is part of several state and national grants to improve character education. In 2001, the State 4-H program became a partner with the Arizona Department of Education to build local partnerships in six communities. The Arizona Partnership for Character Education currently targets approximately 50,000 students in these communities.

### **Program Description:**

The Arizona 4-H Youth Development Program has coordinated teacher training for six communities and several other schools in the state. The program has also developed evaluation instruments targeting classroom climate to support the Federal grant.

Extension faculty and staff have also developed character education materials to support challenge programming and youth sports.

### **Stakeholder Satisfaction:**

The FTE commitment was approximately 3.0. School districts report successful use of materials. 4-H Character Education program was selected as one of six to meet state standards for additional funding.

### **Accomplishments and Impacts: (First six months of grant)**

- 30 percent teachers in cooperating school districts have received training.
- Youth agencies and schools report a 20-30 percent decrease in behavior problems
- The number of community groups involved in character education has doubled over the last year, statewide.
- Cooperative Extension professionals have assisted school district in accessing additional character education funds amounting to \$36,000.

### **Resource Commitment:**

Arizona Department of Education—\$75,000

### **Collaborators:**

Arizona Department of Education, Northern Arizona University, Governor's Commission for Character Education, Gilbert Unified School District, Alhambra Elementary School District, Payson Unified School District, Yuma County School Superintendent, Graham County School Superintendent, Sahuarita Unified School District

**Contact Persons:**

Julie Adamcin, Extension Agent, 4-H Youth Development, University of Arizona, 4210 N. Campbell Avenue, Tucson, AZ 85719; Phone: 520-626-5161; Fax: 520-626-5849; E-mail: adamcin@ag.arizona.edu

**Base program areas to which this program applies**

4-H Youth Development

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## **Kindergartners Are Most Precious (KAMP)**

**Situation:**

Although a goal of “Goals 2000” for the Hawaii Department of Education is “All children will enter school ready and eager to learn...,” studies have reported that not only are children emotionally and psychologically unprepared for kindergarten, they are also beginning their school experience, *not* ready to learn. A Carnegie Foundation study revealed that 47 percent of children in Hawaii were not ready for kindergarten, particularly in their language skills.

Other national studies report that children are increasingly entering kindergarten unprepared and lacking in critical social and emotional skills. One study reported that 46 percent of kindergarten teachers indicated that half or more of students in their classes had specific problems in a number of areas creating challenges in school adjustment and achievement. (*Honolulu Advertiser*, March 25, 2001)

Studies have also reported that building a partnership between the family and the school and developing a positive transition from home to school, will increase school success. The Hawaii Department of Education has been urged to establish programs to encourage parental participation in day-to-day education and to create an environment that welcomes parental involvement in schools.

**Program Description:**

Kindergartners Are Most Precious (KAMP) is an interactive, participatory day camp program for children entering kindergarten and their parents (including other adults involved in parenting the kindergartner, such as uncles, aunts and grandparents). It is designed to prepare parents and their child for positive experiences in kindergarten by providing parents with relevant information about the developmental abilities and needs of kindergartners; orienting kindergartners and parents with the school staff and facilities; engaging parents and kindergartners with interactive learning experiences that develop cognitive, perceptual, and motor skills; and encouraging and empowering parents to continue being children’s “teachers.”

“KAMP” focuses on developing positive parenting skills; motivating parents to supplement their child’s school learning experiences, particularly in reading; and building an effective partnership with the schools to achieve successful educational experiences for their child.

**Stakeholder Satisfaction:**

Parents, kindergartners, kindergarten teachers, principals, school support staff and community resources have overwhelmingly supported the program. Former KAMP’ers encourage other parents and other schools to participate in this program.

- A principal reported: *KAMP is the child’s first school experience, and they feel more secure, happier and ready to learn if they have this transition period.*

- Samples of parents' comments include
  - *This transition break-in is important; it made it easier for my son on his first day at school.*
  - *This is a great way to introduce kindergarten to both parents and children. It really eases the apprehension and sets up a positive attitude towards learning.*
  - *What a great program; good introduction for children and parents. It takes the mystery and tears and fear out of the first week of school.*
  - *I really enjoyed this, I didn't have anything like this for my 1<sup>st</sup> child and she had a very hard first three months. My second came to KAMP and was prepared for school. He had a great time.*
- Kindergarten teachers report a drastic drop in crying and whining children on the first day of school. Through post-KAMP telephone surveys, teachers commented that *KAMP is an extremely successful transition program for children entering the formal school system!* All schools have scheduled a KAMP program for 2003.
- Kindergartners' comments include: *I had lots of fun today! I made some new friends. I liked the games. Lunch was good! I want to go to school!*

#### **Accomplishments and Impacts:**

- KAMP continues to expand each year, with more schools collaborating/partnering with 4-H. More than 30 schools were involved in 2002. Outreach: 1,200 kindergartners; 1,600 parents; 200 kindergarten teachers, administrators and support staff; 25 community resources; 150 adult and 4-H volunteers.
- 4-H Cloverbud groups are being organized at schools.
- Family Community Education volunteers and 4-H teen volunteers have been recruited and trained to assist with the program, strengthening their capacity to work with young children. (Number of adult volunteers: 50; Number of 4-H volunteers: 100).
- Schools have replicated the model and are implementing KAMPs at their schools.
- Transition programs are being developed for middle school and high school students.

#### **Resource Commitment:**

Hawaii 4-H Foundation, Weinberg Trust Fund Grant: \$ 20,000.

#### **Collaborators:**

Kindergarten teachers, principals, support staff from each participating school; local community resources; Family Community Leadership and 4-H teen volunteers; Extension Adult Human Resources staff; County Extension 4-H staff; and, State Strengthening Community Site Facilitators from all Extension Counties (four islands) have provided leadership in implementing the KAMP program statewide this year.

#### **Contact Person:**

Carol Ikeda, State 4-H Program Leader, 79-7381 Mamalahoa Hwy., Kealahou, HI 96750; Phone: 808-322-4892; Fax: 808-322-4895; E-mail: ciked@hawaii.edu

#### **Base Program Areas To Which This Program Applies:**

Leadership & Volunteer Development  
 Family Development & Resource Management  
 Nutrition, Diet, & Health  
 4-H Youth Development

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## **Governor's Youth Cabinet**

### **Situation:**

In the fall of 2001, Missouri's local Conversations on Youth Development involved more than 1,138 citizens from 61 counties. More than 200 persons also participated in the state conversation on January 22, 2002.

At these grassroots meetings, policy recommendations were developed. Highest priority was given to the establishment of local, state and national youth advisory boards and the involvement of young people in policy- and decisionmaking roles. As a result of these recommendations, Missouri 4-H Youth Development Programs has worked with Governor Bob Holden to establish the Governor's Youth Cabinet and Missouri Youth Network.

### **Program Description:**

As a result of the Conversations on Youth Development, Missouri 4-H began working closely with Governor Bob Holden to develop strategies to promote youth engagement. Missouri 4-H faculty advised the Governor's staff on youth empowerment and processes for creating the youth cabinet. The preliminary results of the Conversations were shared with the Governor's youth policy team, a group of cabinet-level officials from all state agencies. In June 2002, Governor Holden chose the Missouri 4-H Congress as the venue to announce the formation of the Cabinet and Network. Nearly 400 youth ages 17-22 (including numerous 4-H members) applied.

Appointments to the Governor's Youth Cabinet and Missouri Youth Network were announced in August 2002, with work beginning immediately. The Cabinet and Youth Network are envisioned as opportunities to make youth voices heard by Governor Bob Holden, other elected officials, community leaders and agencies providing services to young people, with the following goals:

- Provide opportunities for the young people of Missouri to make their voices heard on important issues facing the state;
- Engage young Missourians in service to their schools, communities and the state of Missouri; and
- Achieve better results for youth by helping to improve youth programs.

### **Stakeholder Satisfaction:**

Missouri's local and state Conversations on Youth Development required more than 1,470 hours of county staff and volunteer time or the equivalent of .75 FTE. An additional .25 FTE was committed at the state level.

### **Accomplishments and Impacts:**

Following the local and state Conversations on Youth Development, a team of 19 Missourians attended the National Conversation on Youth Development. This team worked tirelessly to keep the positive youth development agenda in the public eye. Among their accomplishments: development and distribution of 1,000 copies of Missouri's recommendations to key decision-makers, elected officials, and youth throughout Missouri; hosting a VIP breakfast at the Governor's mansion to share the recommendations and express appreciation for support; press releases, interviews and other media coverage for the conversations; and, development of an action plan to build strategic alliances to advance the agenda on youth development. Members of Missouri's conversation team also assisted with the selection of the Youth Cabinet members.

In addition, Missouri 4-H partnered with Citizens for Missouri's Children, a youth policy and advocacy organization, to host the state conversation and develop an agenda for youth development to share with elected officials and decisionmakers.

With the formation of the Governor's Youth Cabinet and Youth Network, Missouri youth have moved to a new level of engagement in policy and decisionmaking. In addition to on-going work with the Cabinet and Network, Missouri 4-H has entered an agreement with the Corporation for National and Community Service to place ten VISTA members in county Extension offices beginning in February 2003.

In collaboration with Extension Community Development, a Youth Community Development Program Coordinator has been hired to lead the initiative. The VISTA members will focus on youth and civic engagement, and will work closely with the Governor's Youth Cabinet and Youth Network to broaden the involvement of Missouri youth in public policy work.

**Resource Commitment:**

National 4-H Council secured funds from USDA to support the Conversations on Youth Development. Missouri 4-H received \$20,000 for this initiative. In addition, the Missouri 4-H Foundation, University of Missouri Outreach and Extension and Lincoln University Cooperative Extension provided additional funding to support the Conversations and followup activities, totaling over \$10,000. Governor Holden's office made a significant commitment, hiring a youth to coordinate the formation of the Youth Cabinet and Youth Network. The Corporation for National and Community Service will place ten VISTA members with 4-H/Extension, a contribution valued at more than \$190,000 annually.

**Collaborators:**

Missouri 4-H Foundation, University of Missouri Outreach and Extension and Lincoln University Cooperative Extension, National 4-H Council, Office of the Governor, Citizens for Missouri's Children, Corporation for National and Community Service

**Contact Person(s):**

L. Jo Turner, Ph.D., Director, 4-H Youth Development Programs, 212 Whitten Hall, University of Missouri-Columbia; Columbia, MO 65211; Phone: 573-882-7430; Fax: 573-884-4225; E-Mail: TurnerLJ@missouri.edu

Steve Hennes, Program Coordinator, Community Youth Development VISTA project  
201 Whitten Hall, University of Missouri-Columbia, Columbia, MO 65211; Phone: 573-884-6618; Fax: 573-884-4225; E-Mail: HennesS@missouri.edu

**Base program areas to which this program applies:**

4-H Youth Development  
Community Resource and Economic Development  
Leadership and Volunteer Development

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## **In Virginia 4-H - CHARACTER COUNTS!**

### **Situation:**

During the 1999 session of the Virginia General Assembly, a bill was introduced to provide character education in all public schools throughout the Commonwealth of Virginia. This legislation was passed and signed by the Governor, but no financial support was provided to assist schools with this educational effort.

### **Program Description:**

With the creation of the character education legislation, a plan was made by Virginia 4-H to answer the need for character education in partnership with public schools and other youth serving groups throughout the state.

**Well Trained Professional Faculty**—Since 1999, Extension 4-H Agents from each District have attended the National CHARACTER COUNTS! Training. These individuals would then serve as the District 4-H/CC! Captain, coordinating the training events in their District. To date, 18 individuals have participated in the national training.

- **4-H/CHARACTER COUNTS! Website**—A website was designed to better assist agents, volunteers, and trainers with the latest information on Virginia's 4-H/CHARACTER COUNTS! Program.
- **4-H/CHARACTER COUNTS! Honorary Chair**—The wife of the former Lt. Governor of Virginia, Mrs. Margaret Hager, was recruited as the Honorary Chair of the Commonwealth of Virginia 4-H/CHARACTER COUNTS! program, and is actively involved in program promotion.
- **4-H/CHARACTER COUNTS! Brochure**—Under Mrs. Hager's signature and stationery, a 4-H brochure on CHARACTER COUNTS! Advocating involvement with 4-H in each respective county and city was sent to every superintendent of schools across the state. Distribution of the brochure, designed by members of the 4-H Leadership and Personal Development Curriculum Committee, resulted in the addition of numerous schools sending staff for 4-H/CC! training.
- **Statewide 4-H CHARACTER COUNTS! Train-the-Trainer Program**—A 3-day 4-H/CC! volunteer training has been conducted each year since 1999. More than 275 adults from throughout the state have been provided intensive training with the CHARACTER COUNTS! curriculum and techniques for working with school systems, civic organizations, youth-serving agencies, and others. National CC! Trainers such as Dr. Peggy Adkins, Dr. Mark Britzman and Dr. Lloyd Hackley have led workshops each year at this staff development event. Participants are expected to "pay back" for his/her training by assisting counties and cities within his/her district. Participants work in a team to market the 4-H/CC! program to nonusers, to assist new programs and to re-energize stalled programs.
- **Statewide 4-H/CHARACTER COUNTS! Conference**—In 2001 and 2002, Virginia 4-H sponsored and organized a statewide conference on character education, featuring CHARACTER COUNTS! Collaborators included the VA Department of Education and numerous exhibitors. More than 300 participants included primarily teachers, guidance counselors and school administrators, but also other individuals who work with youth in many settings. Guest speakers included Michael Josephson, Don Pelsis and Dr. Mike Thompson. The conference has brought attention to Virginia 4-H's character education efforts and increased participation in the training events.

- **Summer 4-H Camp**—Summer 4-H program staff at all six of Virginia’s 4-H educational centers receive training in the 4-H/CHARACTER COUNTS! Program, implementing this training with more than 16,000 participants during each summer 4-H camping season at Virginia’s six 4-H educational centers.
- **“Showing Character” Training**—Extension Agents received training in the youth/livestock, character education curriculum developed by LSU. Agents received copies of the curriculum and have trained adults and youth to use the material.

#### **Stakeholder Satisfaction:**

All training events and conferences have included evaluation efforts. These instruments have indicated a high degree of satisfaction with the educational programs.

#### **Accomplishments and Impacts:**

**The Train-the-Trainer program** has resulted in more than 1,000 presentations on 4H/CHARACTER COUNTS! to school systems, civic groups and youth organizations throughout the state.

**School System Involvement**—To date, more than 50 school systems throughout the state are connected with Virginia 4-H in the CHARACTER COUNTS! program. Many other governmental agencies, civic and religious groups have also partnered with 4-H in character education.

**Evaluation Efforts**—Virginia 4-H has conducted an in-school evaluation of the 4-H/CHARACTER COUNTS! program for 2 years. Data reported by teachers clearly show positive changes in behavior that teachers attribute to CHARACTER COUNTS!

**4-H/CHARACTER COUNTS! Enrollment**—A total of 41,100 youth were involved in 4-H/CHARACTER COUNTS! during the 2000-2001 4-H enrollment year.

In 2002, State Senator John Edwards sponsored legislation to recognize Michael Josephson and Virginia 4-H for efforts to further character education in the Commonwealth.

#### **Collaborators:**

Josephson Institute of Ethics, Virginia Tech, Virginia State University, Virginia Department of Education, more than 50 (of 130) Public School Systems in the Commonwealth of Virginia, Civic groups (Rotary, Ruritan, and other clubs), Lt. Governor’s Office, Commonwealth of Virginia, Senator Edwards, Virginia General Assembly, Virginia Association of Adult 4-H Volunteer Leaders, Inc., Virginia 4-H Foundation, Virginia’s six 4-H Educational Centers, Virginia 4-H Leadership Council.

#### **Contact Person:**

Mr. Joe Hunnings, Extension Specialist, 4-H Youth Development, Virginia Cooperative Extension, 115 Hutcheson Hall, VA Tech, Blacksburg, VA 24060; Phone: 540-231-6371; Fax: 540-231-07966; E-mail: [jhunnings@vt.edu](mailto:jhunnings@vt.edu)

#### **Base Program:**

4-H Youth Development

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**Goal 3:**

**4-H will create bold, innovative, resource-development initiatives.**

**Goal 4:**

**The 4-H brand will be readily recognized, exciting, and appealing to all 4-H's audiences.**

## **4-H Day with the Cardinals**

**Situation:**

**4-H Day with the Cardinals** was planned to honor the 4-H centennial in a highly visible, newsworthy way. The primary objectives were to: (1) increase public and media awareness of 4-H and the Cooperative Extension systems; (2) provide a wholesome, family-oriented event for 4-H members and their families, 4-H alumni, volunteers and Extension faculty and staff to celebrate 4-H together; and, (3) build and strengthen ties among 4-H members and families, volunteers and Extension personnel in Missouri and Illinois.

**Program Description:**

**4-H Day with the Cardinals** was a first-time bi-state event planned by county, regional and state Extension staff from Missouri and Illinois, in conjunction with the Group Sales Department for the St. Louis Cardinals. Details of the event included (1) sponsorship of a day to spread the 4-H message and involve a target number of 1000 4-H'ers and their families; (2) community service emphasis as a part of the national Power of YOUth pledge campaign; (3) involving 4-H members in the pre-game ceremony and activities; (4) fundraising for 4-H scholarships; (5) high visibility for 4-H and Extension.

**Stakeholder Satisfaction:**

Two Extension staff members from Missouri and two from Illinois provided the major portion of staff time to this effort, but included many other staff members from both states during the process. Nearly 40,000 people attending the baseball game heard and saw 4-H members that day. Nearly 2,800 4-H youths and adults from Missouri and Illinois, far exceeding the expected participation of 1,000, attended and received 4-H/Cardinal commemorative tee-shirts. 4-H green and Cardinals red could be seen all over the stadium.

A parade of 4-H members and leaders carrying signs identifying them with their 4-H clubs and counties surrounded Busch Stadium for about 15 minutes. The first parade participants were exiting the stadium as many others were still entering.

Feedback from the St. Louis Cardinals organization: Joe Strohm, Director of the Cardinals Group Sales Office (a 10-year 4-H alumnus from Illinois) wrote, "I figured the first year we could have 800-1,000 4-H'ers participate. I was very, very excited when the numbers came in at around 3,000. In retrospect, I shouldn't have been surprised. I remember my club supported activities and always had a huge number of family members in attendance."

**Accomplishments and Impacts:**

An increased awareness of 4-H through pre- and post-event publicity was achieved. Local television stations conducted live interviews with 4-H members and aired followup news stories about the event; news releases were provided and printed in local newspapers in Missouri and Illinois; a followup letter to the editor appeared in the June 8, 2002, *St. Louis Post-Dispatch*; and, information about 4-H was announced over the stadium speakers during the game.

Participants in **4-H Day with the Cardinals** pledged more than 41,600 hours of community service to the National 4-H Power of YOUTH Campaign.

**Resource Commitment:**

Participants purchased tickets to the ball game. The ticket price included a commemorative tee-shirt that displayed the St. Louis Cardinals logo, the 4-H emblem and the University of Illinois Extension and University of Missouri Outreach & Extension logos. Participants also could also purchase \$1 tickets to win the opportunity to throw the first pitch of the game. By pledging time for community service, 4-H members were eligible to win 12 items of signed baseball memorabilia provided by the Cardinals. A total of \$5,265 was generated from ticket sales to support 4-H programs in Missouri and Illinois, and more than 41,600 hours of community service were pledged!

**Collaborators:**

Missouri Extension Staff: Rhonda Shafer, 4-H Youth Specialist, Lincoln County; David Hileman, 4-H Youth Specialist, Franklin County; Catherine Fulkerson, Market Specialist, 4-H Youth Development; L. Jo Turner, Director, Missouri 4-H Youth Development; Greg Horstmeier, Program Director-News, Information Extension; Earlynn Bomberger, Information Specialist, Information Extension; Christine Comstock-Jung, Film/TV Producer, Information Extension; Michael Hicks, Film/TV Producer, UM Statewide-Program Support; Sandra Stegall, UO/E Communications Coordinator; Roxanne Miller, East Central Region Information Specialist, UO/E.

Illinois Extension Staff: Melinda States, Extension Educator, Youth Development, Mt. Vernon Center; Steve Wagoner, Extension Educator, Youth Development, Edwardsville Center; Annette Campbell, Communications & Marketing Educator, Southern Region Office; Janice Seitz, Director, University of Illinois Extension 4-H Youth Development.

St. Louis Cardinals Organization: Joe Strohm, Director, Group Sales; Jill Wengler, Account Executive, Group Sales.

**Contact Persons:**

Rhonda Shafer, 4-H Youth Specialist, Extension Educator, Youth Development, University of Missouri Outreach & Extension, 880 West College, Troy, MO 63379; Phone: 314-528-4613; E-mail: shaferr@missouri.edu

Melinda States, University of Illinois Extension, 4112 N. Water Tower Place, Mt. Vernon, IL 62864; Phone: 618-242-9310; Fax: 618-242-9453; E-mail: mstates@uiuc.edu

Dave Hileman, 4-H Youth Specialist, University of Missouri Outreach & Extension, 115 W. Locust – PO Box 71, Union, MO 63084; Phone: 636-583-5141; Fax: 636-583-5145; E-mail: hilemand@missouri.edu

**Base Program Areas:**

Youth Development

Community Resource &amp; Economic Development

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## Statewide Teen Ambassador Retreat

**Situation:**

There is a renewed interest in the Teen Ambassador program in New York State. Some counties have excellent programs complete with local training; other counties have an interest in beginning or restarting a local program. State staff see the Teen Ambassador program as a premier opportunity for teens to become more confident and prepared to be leaders in 4-H and the community.

**Program Description:**

The goal of the Statewide Teen Ambassador Retreat is to build a cohesive team of county Ambassadors who possess common skills and to expand the Ambassador program to reach more counties. Annually a team of 4-Hers and educators from across the state work collaboratively to plan and implement the NYS Statewide Teen Ambassador Retreat. Monthly conference calls begin in October and run through April, the time of the event. Along with outside program facilitators, county Teen Ambassador Advisors and teens are recruited to teach parts of the program.

Over the last few years, the Retreat developed an annual focus, trained Ambassadors in marketing skills and created tangible products the Ambassadors can be proud of. This year's event focused on preparing 4-H Teen Ambassadors and the 4-H Youth Building at the State Fair for the Centennial. Delegates from across the state came together to meet, learn and create marketing pieces used throughout the state as the 4-H Centennial was celebrated. Each delegate to the Retreat chose one project that resulted in a physical product and one marketing activity, enhancing their skills. Different ages and experience/training levels worked and learned together.

**Stakeholder Satisfaction:**

The Ambassador Retreat has grown from 40 participants from 15 counties several years ago to 150 participants from 35 counties. All participants participated in 20 hours of training. A team of teens and adults decided upon the workshops and projects. A team of teens and adults taught all workshops. Many of the workshop facilitators were professionals in a marketing field. A former state legislator spent time with 16 young people helping them better understand how to talk with elected officials. The NYS Fair extended their appreciation to 4-H Teen Ambassadors for their hard work inside the building (see below).

**Accomplishments and Impacts:**

The program was evaluated through a formal process, demonstration and observation. As a result of the event:

- Forty display units used at the State Fair were painted with specialized painting techniques, adding a youthful look to the building.
- Seven wall murals were designed and painted in the youth building.
- A vision for the youth building, complete with priorities, was developed by a youth-adult partnership.
- The design for a 4-H state fair web site was created.
- A template for the State Fair 4-H newspaper was designed for use at the 2002 Fair.

- One hundred 2'x2' corrugated plastic hanging clovers, an overhead decoration, were prepared for hanging during the state fair.

**Resource Commitment:**

The New York State Fairgrounds donates the use of the youth building (including dormitories) to the program. The NYS 4-H Foundation commits up to \$2,500 annually for expenses generated by the retreat.

**Collaborators:**

Several unique partnerships and interests make this a successful event, starting with the 4-H teens, educators and volunteers who plan the retreat. The support of the NYS Fair allows NY Extension 4-H to offer this opportunity to Ambassadors at a very reasonable cost. The support of the NYS 4-H Foundation secures the county vision and support that is so necessary to make this a successful event.

**Contact Person:**

Celeste Carmichael, Statewide Teen Program Coordinator, 4-H Youth Development, Cornell Cooperative Extension, N-130 MVR, Ithaca, NY 14853; Phone: 607-255-0886; Fax: 607-255-3767; E-mail: cjc17@cornell.edu

**Base program areas to which this program applies:**

4-H Youth Development  
Leadership & Volunteer Development

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**Goal 5:**

**Extension and the Land Grant System will support the expanding role of 4-H professionals as community resources in youth development research and practice.**

**Goal 6:**

**4-H will develop, implement, and broadly communicate a research agenda for 4-H youth development.**

## **Online Standardized Evaluation Instrument for Texas 4-H**

**Situation:**

County 4-H Extension agents have long depended heavily on self-testimonials to establish the success or failure of their youth development program. As a result of these personal observations, county Extension agents who emphasize 4-H and youth development programming have experienced difficulty revealing proper evaluation procedures and documentation for their annual Plan of Work and interpretive activities. As the Texas Legislature will only allocate increase funding based on special initiatives, proof of program impact is particularly important. An evaluation instrument has been developed for these county Extension agents to use online. The instrument followed the procedures developed by Hendricks (1996) and Horton, Hutchinson, Barkman, Machtmes, and Myers (1999) to identify specific attributes that should be gained by youth experiencing 4-H. Also, through collaborations with specific subject-matter specialists, statements were developed to measure perceptual knowledge of young people based



upon their participation in specific project areas. Twenty project-related instruments are available online. After downloading the PDF document and administering it to program participants, responses are entered to a corresponding set of redial buttons. Following submission, a report is immediately made available showing the frequencies, percentages and distribution of means.

**Program Description:**

All county Extension agents from the 254 Texas counties comprise the audience. County Extension Agents must prove the educational impact of their programs to help continue Extension funding. The online evaluation instrument will provide an easily accessible instrument with opportunity for outcome-based results that can readily be used for interpretive events and resource development.

**Stakeholder Satisfaction:**

Seven 4-H Faculty members served on the focus group that initially developed the instrument. Following an extensive literature review, an instrument was developed and pre-piloted at nine statewide activities. Two additional Extension Faculty members from the Education Department of the university were cooperated with the group to make the instrument accessible online. Thirty-seven subject-matter specialists from across the university were included to review and offer suggestions for the program outcome section, which measures specific outcomes of project areas. The online instrument was debuted to a gathering of District Extension Directors and 4-H Specialists who supervise the 4-H program in the 12 Texas Extension districts. Each of the 12 districts was included in a training option to travel to each district headquarters during the fall of 2001 to train agents to use the instruments, particularly as related to their incorporation into the Outcome plan of their annual Plan of Work. Ten counties were included in the online pilot process. High levels of satisfaction were received from the county Extension agents regarding both the instrument setup and ease of access. They also greatly valued the setup because for several years, they had been expected to measure the outcome of their programs, but very little data, or ways to document data, existed. This online service gives Extension agents a much-needed, easy way to store data and report program outcomes.

**Accomplishments and Impacts:**

Initial response from the county Extension agents was highly favorable. As this program is in its infancy, Texas 4-H looks forward to the end of the next planning and reporting cycle to ascertain the level of use. Implications from county use include the opportunity to aggregate the results into a statewide impact statement on project activities. This defensible data will be particularly important during the next funding biennium of the Texas Legislature.

**Resource Commitment:**

In addition to in-kind contribution of salaries and website development a grant proposal of \$3,000 was submitted that focuses on travel around the state at district meetings and professional workshops to conduct instrument training

**Collaborators:**

Interdepartmental collaboration was realized between Texas 4-H, Extension Education and Evaluation; Animal Science; Family Development and Resource Management; and, collaboration between Agricultural Education Departments at Texas A&M University and Texas Tech University.

**Contact Person(s):**

Martha E. Couch, Assistant Director for 4-H and Youth Development, Texas A&M University  
7607 Eastmark Drive, Suite 101, College Station, TX 77840; Phone: 979-845-1211; Fax: 979-845-6495; E-mail: m-couch@tamu.edu

Jeff W. Howard, Extension 4-H and Youth Development Specialist, Texas A&M University  
7607 Eastmark Drive, Suite 101, College Station, TX 77840; Phone: 979-845-6533; Fax: 979-845-6495; E-mail: j-howard@tamu.edu

**Base program areas to which this program applies:**

4H/Youth Development

Family Development and Resource Management

Agriculture

Leadership and Volunteer Development

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